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ABSTRACT

Immigrant and refugee students at the University of California, Berkeley, were surveyed in spring 1980 to assess their needs. Of the 311 mailed questionnaires, 208 responses were received. The data were analyzed by language group, class level, and immigrant/refugee status. The major areas of difficulty for these students were the large amount of course work reading, relations with instructors and peers, and adjustment to U.S. society and institutions. The most frequently used campus services were the Financial Aid Office, the Student Information Center, and the Student Learning Center. For a list of possible new services, the respondents chose an information booklet for immigrants as most useful. They also frequently chose special orientation and special tutoring/advising services. Asian students reported greater use of existing services, and they anticipated greater usefulness of proposed services than did other language groups. Refugees (who are 50 percent Asian) reported slightly higher usage of services than immigrants. The total sample of immigrants and refugees used services such as the Counseling Center, Student Learning Center, and Financial Aid Office at a much higher rate than did the general campus population of new students. It is concluded that the most pressing need of these students is assistance with the difficult language and cultural adjustments. It is recommended that the university establish special orientation and advising services, including bilingual peer staff. A sample survey form is appended as is an assistant professor's letter of recommendations. (SW)

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SURVEY OF
IMMIGRANT AND REFUGEE STUDENTS
AT THE UNIVERSITY OF CALIFORNIA, BERKELEY

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OFFICE OF STUDENT RESEARCH
UNIVERSITY OF CALIFORNIA, BERKELEY
OCTOBER, 1980

UC BERKELEY

IMMIGRANT AND REFUGEE SURVEY

SPRING 1980

SUMMARY

Immigrant and refugee students at the University of California, Berkeley, were surveyed in spring 1980 for the purpose of assessing the needs of this rapidly growing group. The Office of Advisers to Foreign Students and Scholars (AFSS) was interested in learning more about these students and what special services they might require. Questionnaires were mailed to a sample of 311 students; 208 responses (67%) were received. The data were analyzed by language group, class level, and immigrant/refugee status. The major areas of difficulty reported by these students were the large amount of course work reading, relations with instructors and peers, and adjustment to U.S. society and institutions.

The most frequently used campus services were the Financial Aid Office, the Student Information Center, and the Student Learning Center. From a list of possible new services, the respondents chose an information booklet for immigrants as most useful. They also frequently chose special orientation and special tutoring/advising services.

Asian students reported greater use of existing services, and they anticipated greater usefulness of proposed services than did other language groups. Refugees (who are 50% Asian) reported slightly higher usage of services than immigrants. The total sample of immigrants and refugees used services such as the Counseling Center, Student Learning Center, and Financial Aid Office at a much higher rate than did the general campus population of new students.

The study's major conclusion is that the most pressing need of these students is assistance with the difficult language and cultural adjustments they must make to U.S. life and the campus environment. In view of the increasing numbers expected to enroll here, especially in the refugee category, the recommendation is that the University establish special orientation and advising services, including bilingual peer staff, for immigrant students.

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IMMIGRANT AND REFUGEE SURVEY

INTRODUCTION

During the last decade, the number of immigrant students attending UC Berkeley has grown 74%, from 1023 in 1970 to 1771 in 1979. Likewise, during recent years, the number of refugees settling in the state has been growing.[1] It is reported that 14,000 refugees per month from Southeast Asia enter the U.S. Thus, while there were only 67 refugee students enrolled at Berkeley in the spring of 1980, this category is expected to increase rapidly in coming years.

Presently, little is known about the immigrant groups at Berkeley. This study was undertaken, therefore, in order to provide information about these students, especially in their use of and need for campus services.

The impetus for this study came from the Office of Advisers to Foreign Students and Scholars (AFSS).[2] AFSS staff has been concerned that immigrants and refugees are not receiving adequate services to assist in their adjustment to the University. While refugees are now counted as foreign students, the larger immigrant group is not. Thus, although AFSS does advise immigrant students who come to their office for help, that office has not been officially assigned responsibility or funding for this purpose.

Fall 1979 enrollment included almost as many immigrant students (1771) as there were foreign students (1844) on this campus. See Table 1 for fall 1979 data on immigrants, foreign students, and citizens at Berkeley.

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[1] See definitions of "immigrant" and "refugee" on p.4.

[2] A study of immigrant students was suggested by Marvin Baron, Associate Adviser to Foreign Students and Scholars, and actively promoted by Vice Chancellor for Student Services Norvel Smith, whose office funded the project. The study was planned by a committee composed of Marvin Baron, Assistant Vice Chancellor for Student Services Bud Travers, Chris Ruhm, a Registration Fee Intern in the Office of Student Services, and Austin Frank, Director, Office of Student Research. Professor Sucheng Chan of the Department of Asian-American Studies expressed strong interest in the study and reviewed a draft version of the survey questionnaire. Her comments on the completed study are included in the Appendix, pp. A13-A16. Thomas Cesa, Analyst in the Office of Student Research, prepared the data analysis, and Chris Ruhm wrote the initial draft of the report. Chris Ruhm was not available for the final report, which was then prepared by Rose Scherini, Senior Analyst in the Office of Student Research, with assistance from Austin Frank.

Table 1. Fall Undergraduates and Graduates, by Ethnicity and Status, Fall 1979

ETHNICITY	UNDERGRADUATES				GRADUATES				TOTAL			
	Citizen	Immigrant	Foreign	Total	Citizen	Immigrant	Foreign	Total	Citizen	Immigrant	Foreign	Total
American Indian	82	1	---	83	48	1	1	50	130	2	1	133
Chinese	1814	633	150	2597	241	86	263	590	2055	719	413	3187
Japanese/Japanese-American	831	18	34	883	146	11	72	229	977	29	106	1112
Korean	86	184	11	281	20	17	45	82	106	201	56	363
Philipino	244	47	8	299	21	3	12	36	265	50	20	335
Polynesian	12	4	2	18	4	---	3	7	16	4	5	25
Thai/Other Asian	13	91	70	174	5	10	56	71	18	101	126	245
Asian Sub-Total	3000	977	275	4252	437	127	451	1015	3437	1104	726	5267
Black/Afro-American	678	6	6	690	315	7	24	346	993	13	30	1036
Chicano/Mexican-American	393	41	3	437	199	8	1	208	592	49	4	645
East Indian/Pakistani	53	49	13	115	2	11	71	84	55	60	84	199
Latino/Other Spanish	228	49	25	302	109	26	102	237	337	75	127	539
White/Caucasian	13162	232	122	13516	6110	125	425	6660	19272	357	547	20176
Other	392	53	45	490	113	12	131	256	505	65	176	746
Declined to State	1115	36	25	1176	110	5	41	156	1225	41	66	1332
No Data	195	1	20	216	106	4	63	173	301	5	83	389
TOTALS	19298	1445	534	21277	7549	326	1310	9185	26847	1771	1844	30462

Data from Office of Institutional Research
University of California, Berkeley
August, 1980

Note: The data base for this table originates in the Office of Admissions and Records. The foreign students' total (1844) differs from the AFSS tabulation (1754) made from its own records. AFSS believes the discrepancy (90) is likely due to counting some immigrants as foreign students.

This report provides information about the immigrant and refugee student groups derived from a survey questionnaire administered in spring 1980. Immigrant characteristics are compared with those of the overall student body whenever similar data can be found.

METHODOLOGY

The data on immigrants and refugees reported here were obtained from questionnaires[1] distributed in April 1980 to 311 students. The survey group included a random sample chosen from a list of 577 immigrants, all of whom had resided in the U.S. for less than five years, plus the total population of refugees for whom mailing addresses were available. Table 2 has complete data on populations and response rates.

Table 2. Population, Survey Group, and Response Rate

Group	Campus Population *	Survey Group	Number of Responses	Percent Responding
Immigrant	1771	249	172	69
Refugee	67	62	36	58
Total	1838	311	208	67

* Sources: Office of Institutional Research, Fall Undergraduates and Graduates, by Ethnicity and Status, Fall 1979, and AFSS, Statistics on Non-Immigrant Foreign Students, Fall 1979.

Two hundred eight responses (67%) were received; 172 were immigrants and 36, refugees. This is a higher-than-average response rate for mailed questionnaires, and suggests that these students welcomed the survey, perhaps as evidence of the University's interest in their welfare. Refugee returns (58%) were somewhat lower than immigrants (69%).

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[1] See Appendix, p.A-1, for a copy of the letter and questionnaire. A summary of the responses to each item begins on p.A-4. Responses discussed in the text and not listed in accompanying tables may be found in the summary just cited.

The questionnaire was designed to elicit information about the students' background and current status, problems encountered on campus, use of existing services, and need for additional services.

In general, the questionnaire was successful in obtaining the desired information. Unfortunately, a question on nationality was omitted because it was believed that there might be some resistance to providing that sort of information. The generally positive response to the survey suggests that these students would respond to a nationality question, and one should be included in future surveys. Respondent's primary language was used as a proxy question, but while useful in its own right, does not lend itself to comparison with data bases including nationality or ethnic categories.

Definition of Terms

The following are general definitions of the categories of immigrant and refugee.

Immigrant: an alien who has obtained a U.S. resident visa with the intent to reside permanently in this country. Immigration permits are awarded on the basis of country-of-origin quotas primarily to persons with close relatives in this country or with occupational skills needed here. After five years, immigrants may apply for U.S. citizenship.

Refugee: an alien who is granted asylum by the United States under regulations of the 1980 Special Refugee Act. After one year, refugees may apply for immigrant status.

Language Categories: Respondents' primary languages were grouped together into eight categories. Some are rather arbitrary groupings established to minimize the number of categories. These are the eight groupings and the languages they include:

1- East Asian: Chinese, Japanese, Korean
2- Southeast Asian: Vietnamese, Laotian, Burmese, and Tagalog (Filipino)
3- South Asian: Hindi, Gujarati
4- West European: French, Dutch, Swedish, Finnish
5- East European: Russian, Romanian, Hungarian, Bulgarian, Polish
6- Middle Eastern: Arabic, Persian, Hebrew, Turkish, Greek
7- Spanish/Portuguese (not included in West European because respondents were probably Latin American)
8- English

FINDINGS

General Characteristics

Over two-thirds of the respondents were Asian. Most came to the U.S. with family members four to five years ago. Approximately half attended U.S. high schools for one to four years. Their mean age was, over all, 22.8, similar to 22.6 for the UC student body. One-third of the immigrants resided in campus housing, as compared to one-sixth of the student body as a whole.[1] Seventy-six percent of the total sample were undergraduates and 38% entered Berkeley as freshmen. Six percent of the undergraduates and 54% of the graduates were married.

The refugees, a small group (36), exhibited some observable differences from the larger immigrant group. They were slightly older (25.3 years), and a larger proportion were graduate students. Fewer refugees were married. Table 3 compares the general characteristics of the two subgroups.

Language Characteristics

Eighty-six percent of the sample were non-native speakers of English. As already noted, the largest language group (69%) was Asian. (This is a total of the East Asian, Southeast Asian, and South Asian categories.) The majority were Chinese, and the second largest subgroup was Vietnamese. Next in size was the English category (only 14%), and the other language groups contained only 5 to 8 persons in each. Half of all the immigrants were East Asian, while half of all the refugees were Southeast Asian. (See Table 4.)

Academic Characteristics

The most commonly used and probably the best indicator of a student's academic success at the University is the grade point average (GPA). The mean GPA of the surveyed group compared favorably with the total campus population. For undergraduates, the mean GPA was 3.07 for immigrants[2] as compared with 2.99 for all UC undergraduates. At the graduate level, the immigrants had 3.77, while the overall campus mean was 3.65.[3]

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[1] Student Housing & Transportation Survey, University of California, Berkeley, 1980. Data on immigrants' housing was obtained from mailing addresses.

[2] In this text, when refugees are not mentioned as a separate category, the term "immigrants" includes them.

[3] Office of Institutional Research, GPA Report, Spring 1979, University of California, Berkeley, 1980.

Table 3. General Characteristics of Immigrants and Refugees

	CHARACTERISTIC							
	AGE	ACADEMIC LEVEL				MARITAL STATUS			
	Mean	Undergraduate		Graduate		Single		Married	
GROUP	Age	Number	%	Number	%	Number	%	Number	%
Immigrants	22.3	134	78	38	22	137	82	30	18
Refugees	25.3	25	69	11	31	29	85	5	15
Total	22.8	159	76	49	24	166	83	35	17

Table 4. Distribution of Language Groups
("Primary language used before coming to U.S.")

	TOTAL %	IMMIGRANTS %	REFUGEES %
North Asian	44	50	14
Southeast Asian	22	15	53
English	14	16	2
West European	6	7	0
East European	5	1	25
Middle Eastern	4	5	0
South Asian	3	3	0
Spanish/Portuguese	2	2	3
Total Percent	100	100	100
Number of Responses	208	172	36

Undergraduate GPA was also analyzed by language group, immigrant status, self-reported English ability, and number of years in the U.S. Table 5 shows very small differences between the subgroups. The Southeast Asians had the lowest average (2.88), and the English (3.26) and East Europeans (3.29) the best. Those who perceived their English ability as poorest did, of course, have the lowest GPA (2.84) among all the categories. GPA did not increase for immigrants with more than three years in the U.S.; in fact, there was a slight difference in favor of those with less time here (3.16 versus 3.03). However, this slight difference is not statistically significant and could be accounted for by some idiosyncratic factor such as better initial English ability on the part of more persons in the shorter-stay group.

Overall, the sample's good showing on grades, with only 14% native-English speakers and an average of less than four years in the U.S., suggests that the immigrants are well prepared academically, hard-working, and highly motivated. At least, the ones who persist at the University may be so characterized. It also suggests that although these students experienced educational systems in their native countries often highly divergent from that of the U.S., they probably received a sound academic preparation.

English Language Ability. Overall, 18% to 34% of the respondents reported less than adequate ability in either speaking, reading, or writing English upon entrance to UC. Twenty-two percent to 28% reported "good" ability. More of the Asians than other groups reported themselves poor in English both at entrance and at the time of the survey. It would be helpful to this analysis if it was known how many immigrants had studied English in their own countries, and for how long.

Hardest Classes. English/writing was, of course, chosen as the first or second hardest class by all except the humanities and social science majors (who numbered 15). Physical sciences were chosen second most often. Among the language groups, Asian students most often chose English classes as hardest. Europeans chose mathematics, physical sciences, and engineering.

Major Fields. Almost half of the sample were in engineering/computer science: 49% of the undergraduates and 37% of the graduates. The next largest field was physical sciences: 11% of the undergraduates and 16% of the graduates. By language group, engineering and physical sciences were chosen by 59% of the Southeast Asians and 52% of the East Asians. The concentration in engineering differs greatly from that of the general campus population--where only 12% are in engineering. Table 6 provides the distribution

Table 5. Self-Reported Grade Point Average

GROUP	Number of Responses	Mean G.P.A.
Total	186	3.22
Graduates	41	3.77
Undergraduates	145	3.07
Language Categories		
East Asian	69	3.14
Southeast Asian	37	2.88
English	18	3.26
East European	7	3.29
West European	5	3.02
Middle Eastern	5	2.86
South Asian	3	3.10
Spanish/Portuguese	1	2.80
Immigration Status		
Immigrants	124	3.10
Refugees	22	2.91
Number of Years in U.S.		
Three or less	50	3.16
Four or more	95	3.03
English Ability		
Poor	37	2.84
Adequate	78	3.15
Good	31	3.15

Table 6. Major Fields of Immigrants and Total Student Body by Academic Level

MAJOR FIELD	UNDERGRADUATES		GRADUATES	
	Immigrants %	All Students* %	Immigrants %	All Students* %
Engineering/Computer Science	49	10	38	16
Physical Sciences	11	7	17	13
Biological Sciences	9	9	4	16
Business Administration/ Law	6	3	12	17
Social Sciences	7	13	8	10
Humanities	4	7	15	9
Other	3	6	6	19
Undecided	11	45	--	--
Total Percent	100	100	100	100
Number of Responses	158	21277	48	9185

* Source: Office of Institutional Research, Campus Statistics, Fall 1979, University of California at Berkeley.

of majors by academic level for the immigrants and the total student body. When respondents were asked to state whether their command of English limited their choice of major, 21% responded affirmatively. Of those who would change majors if they did not feel language-handicapped, more than one-third expressed interest in switching to business administration or law, and 18% would change to a social science.

Use of Student Services

The immigrants were asked about their sources of financial support, use of campus services, adequacy of information about services, and potential usefulness of specialized services for immigrants.

Financial Support. The sample as a whole received almost half (43%) of its financial support from the UC Financial Aid Office and only 19% from employment. Refugees as a group differed from other immigrants in receiving less aid from family or from savings. This was also true for all Asians, who relied most heavily of all the groups on UC financial aid, and especially the Southeast Asians, who received 62% of their support from this source. (See Table 7.)

Figure 1 is a graphic representation of the financial support differential between the various subgroups.

While strictly comparable data on sources of financial support are not available for the total student body, it is known that almost half of all students are employed and one-quarter work 11 to 20 hours per week.[1] It is probable that those immigrants with limited English ability are unable to find employment as readily as native speakers and so require more financial aid from the University. Twelve respondents suggested that immigrants need more assistance with financial problems.

Use of Campus Services. Only 37% of the sample's undergraduates attended CalSO, Berkeley's precollege orientation for undergraduates, while 56% of all new Berkeley students participated in this program.[2] It would be useful to know why there was such a low attendance rate among immigrants, who were actually in greater need of orientation. Advanced students might believe the program was primarily for first-time college students. Or perhaps the immigrants were not aware of CalSO or did not understand its purpose.

[1] Student Housing and Transportation Survey, University of California, Berkeley, 1980.

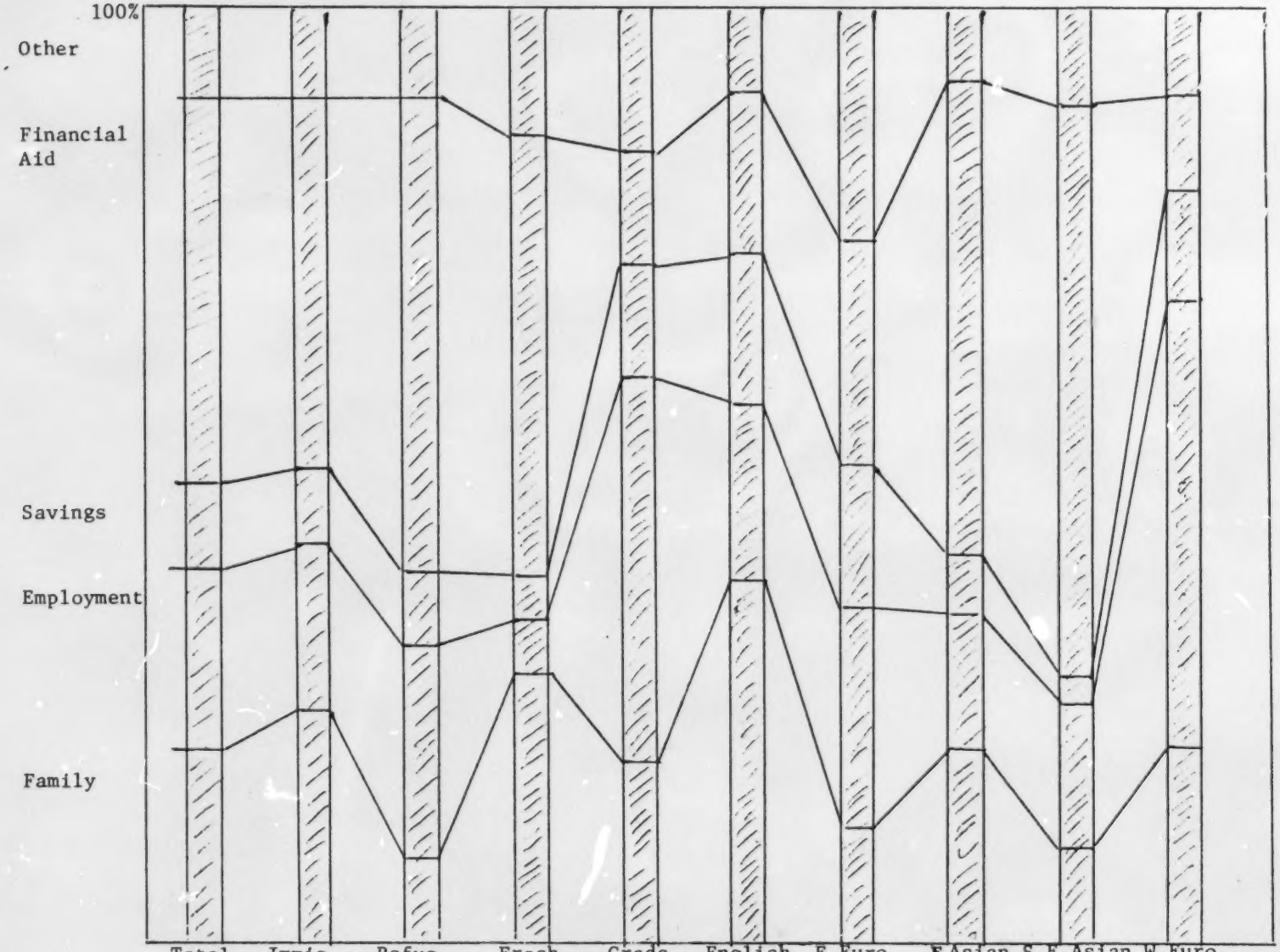
[2] Office of Student Research, The First Year at Berkeley: Survey of Fall 1977 New Undergraduates, University of California, Berkeley, 1980.

Table 7. Sources of Financial Support by Sub-Group

GROUP	FAMILY %	EMPLOYMENT %	SAVINGS %	UC FINANCIAL AID %	OTHER %
Status					
Immigrant	25	18	8	41	8
Refugee	9	23	8	53	8
Class Level					
Freshman	29	5	5	49	11
Sophomore	17	9	8	60	6
Junior	25	10	9	53	2
Senior	17	23	7	49	4
Graduate	19	43	12	12	14
Language Group					
East Asian	21	15	7	52	5
Southeast Asian	10	15	4	62	9
West European	22	48	13	9	8
East European	12	25	14	24	24
English	39	20	17	18	7
Middle Eastern	39	8	12	26	17
Spanish/Portuguese	48	7	8	29	7
South Asian	0	60	0	10	30
OVERALL	23	19	8	43	8

Number of Responses = 195

Figure 1. Sources of Financial Support by Selected Sub-Groups
(proportion of total support from five general sources



Responding to a question about use of five listed campus services, the immigrants reported greatest use of the Financial Aid Office, followed by the Student Information Center and the Student Learning Center. Examined separately, undergraduates and refugees made greater use of all services than any of the other subgroups. (See Table 8.)

When asked whether they had "adequate information about the student services at UC," only slightly more than one-quarter checked the "very adequate" end of the scale. Thirty-one percent reported inadequate information, and another 40%, "barely adequate."

Need for Specialized Services. Questionnaire items 5(a) and 5(b) asked about the need for specialized services for immigrants both at time of entry to UC and "at the present time." Table 9 reports the responses. The largest proportion of respondents (78%) chose a special information booklet for entering students. For continuing students, a special information office was chosen most frequently (65%). This was true for all subcategories, except that undergraduates and refugees chose special tutoring/advising and a special orientation program at a higher rate than did graduates or immigrants. Asians generally chose all of the proposed services at a higher rate than did other language groups. (See Table 9.)

Significant Problems

Participants were given a list of nine potential problems and asked to check those which have been significant for them. (See Item 7(b) in questionnaire.) As might be expected, individuals coming from cultures most different from that of the U.S. faced the greatest adjustments. Asians, especially Southeast Asians, listed the greatest number of problems, followed by Europeans, with English speakers, expectedly, having the fewest difficulties. Although language deficiency caused problems in taking tests and writing papers, it was not reported to significantly hinder lecture or reading comprehension.

More than one-third of the immigrant respondents checked four or more items as having presented significant problems for them, and 9% checked seven or more. Only 16% checked no significant problems.

Table 8. Use of Existing Student Services
(Percentage reporting "some" or "considerable" use in response to question 4:
"To what extent have you made use of the following services at UC?"

SERVICE	Total %	Undergrad %	Grad %	Immigrant %	Refugee %	All Undergrads * %
Financial Aid Office	75	84	45	74	81	49
Student Information Center	45	49	31	42	58	No data
Student Learning Center	42	52	6	40	47	28
Counseling Center	24	30	6	22	36	14
Foreign Student Adviser	22	57	11	19	36	No data
Total Number of Responses	208	159	49	172	36	780

* Source: Office of Student Research, The First Year at Berkeley, op.cit.

Table 9. Usefulness of Special Services for Immigrant Students at Time of UC Entry
(Percentage marking "somewhat useful" to "very useful" for question 5a: "When you started your studies at UC, would it have been useful to you as an immigrant to have been offered any of the following?")

SERVICE	Total %	Undergrad %	Grad %	Immigrant %	Refugee %
Special information booklet	78	77	81	79	77
Special orientation program	69	70	67	69	74
Special tutoring/ advising	69	76	43	68	74
Total number of responses	208	159	49	172	36

Usefulness of Special Services Now
(Percentage marking "somewhat useful" to "very useful" for question 5b: "At this time, would it be useful to you as an immigrant to have any of the following?")

SERVICE	Total %	Undergrad %	Grad %	Immigrant %	Refugee %
Special information office	65	69	54	65	68
Special tutoring/ advising	63	72	33	62	68
Special counselors	59	68	30	59	65
Total number of responses	208	159	49	172	36

The single problem chosen most often by the immigrants was "Could not cope with the amount of reading." This problem is similar to those reported by first-year undergraduates, whose "biggest source of worry" was academic course work, and "worst aspects" of the campus experience included the "difficulty of course work."[1] For the immigrants, this typical experience for entering students is compounded by unfamiliarity with the language.

Adjustment problems were second most frequently cited, with 34% to 36% checking three responses: lack of familiarity with American society and institutions, lack of familiarity with organization of the UC Berkeley campus, and inability to comfortably relate with students, teaching assistants, professors, or counselors.

Responses to "Other" included several social adjustment problems, for example: "lack of friends"; "difficult to relate to students on a human level"; "relations are much colder here"; "difficulty in making friends"; "could not participate in many activities." (See Table 10.)

SUGGESTED SOLUTIONS

The final item on the questionnaire, "What suggestions would you make to the University for helping immigrant and refugee students starting at UC next fall?," elicited a variety of suggestions. The most frequent were special information/advising services and a special English language program. The following are samples of specific responses:

Please have special counselors for us and special tutoring or advising as soon as possible.

Get professor to have more sympathy toward foreign students.

Arrange a program/group so that immigrant students can help each other, like peer-advising.

Offer special advising by ethnic group with their own language.

Help them to acquire a feeling of belonging, get involved, find friends.

A seminar on how to "break in" to the University of California.

An office to deal with immigrant student matters.

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[1] Office of Student Research, The First Year at Berkeley, op.cit.

Table 10. Percent Reporting Significant Problems at UC, by Problem Area

AREA	Percent
Language problems	
Lecture comprehension	26
Discussion participation	33
Reading comprehension	19
Test-taking/paper writing	31
Study skills	
Note-taking	22
Amount of reading	41
Adjustment problems	
U.S. society and institutions	35
Campus environment	34
Peer/teacher relations	36

Total Number of Responses = 208

Number of problems reported

None -- 16%
1-3 -- 47%
4-6 -- 29%
7-9 -- 9%

CONCLUSIONS

Immigrants share the problems of all other students in adjusting to University life. It is usually the first experience of separation from family. It is a demanding institutional environment, both academically and psychologically. It is a time for making critical career decisions.

First-year students at Berkeley have reported their major difficulties to be course work, student competitiveness, and unfriendliness, and impersonal University procedures. Their major worries concerned academic work, finances, deciding on major, "trying to find myself," and "difficulty making friends."[1]

These Berkeley new-student concerns are not so different from those reported by the immigrant sample. For a majority of the immigrants, however, these problems are compounded by language and cultural adjustments. All in this sample are relatively new both to U.S. society and to the Berkeley environment, the majority having been in the U.S. less than four years and at the University less than two years. In addition, these students have fewer personal sources of financial support than do citizens. Refugees have another handicap in that they are ineligible for the Educational Opportunity Program (EOP) and its services. Immigrants, on the other hand, are subject to the same EOP eligibility requirements (including one year of residence in the state) as native students.

It is important to note, however, that there is no "typical" immigrant, and the problems of adjustment vary from individual to individual and from group to group. Native English speakers (14% of the total sample) have far fewer problems than, for example, the much larger category of Asian students (65%). Students who live with or near family members may cope with problems of adaptation far differently from students who are isolated. Nonetheless, the survey findings are that most immigrant students need and want help in overcoming their language difficulties, specifically, and in their adaptation to the University environment, generally. They feel isolated, as evidenced in a common complaint about the perceived lack of companionship among immigrants and between immigrant and native students.

---

[1] Office of Student Research, The First Year at Berkeley, op. cit.

Although the immigrants reported inability to cope with the amount of assigned reading, the group as a whole has good academic performance. This high achievement may be attained at great psychological cost, however. It would be useful to know about attrition rates in the immigrant groups.

Some questionnaires indicate that the respondents did not know or fully understand existing services and felt themselves overlooked by University programs. By contrast, foreign students entering Berkeley are provided specialized orientation and advising services that are not offered to the immigrants. One respondent described the status of the immigrant student in this particularly poignant comment:

> Even though we are immigrant students, we are treated neither as U.S. citizens nor as foreign students. We are really floating.

RECOMMENDATIONS

The survey data suggest that recent immigrants need both academic assistance and personal counseling. Many existing campus services already provide the kind of help they seem to be seeking. What is apparently missing now are the means to get information to these students and an office that would respond to their unique needs. A first step in meeting these needs might be the development of an orientation program designed for immigrants and staffed with bilingual personnel (at least for the largest language groups). This orientation program might go on throughout the first year, meeting once or twice each quarter. A social organization of immigrants might develop from these regular contacts.

Although 79% of the respondents requested a specialized information booklet for immigrants, this is not included as a separate recommendation at this time. It would probably be better to wait to see what pressing needs come to the fore in the immigrant orientation meetings. The "Student Handbook" prepared by the Student Information Center might just as well, after some instructions on its use, serve the immigrants' purposes.

It is also suggested that a staff counselor, probably in AFSS, be assigned to assist immigrants with their individual problems. This counselor and his/her office could then serve as a focal point for identifying and servicing campus concern about immigrant and refugee students. Bilingual peer advisers could be used to transcend language barriers. This staff could provide individual counseling and make referrals to appropriate existing services. Whether additional specialized services for immigrants may be required can probably be determined only over time through experience with this counseling service.

Although the immigrant group as a whole performs well academically, their complaints about academic problems and faculty contacts suggest a need for assistance in this area, also. One way to assist them would be through student/faculty mentors, who could be called upon to guide an immigrant student through the administrative and academic pitfalls of University life.

Specific recommendations for immigrant services, based on the survey findings, are these:

- First-year orientation program
- Immigrant counseling office
- Bilingual peer advising
- Student/faculty mentors

Although the total immigrant and refugee groups make up less than 10% of the student body at Berkeley, they face important adjustment problems not readily amenable to solution. Because of the expected expansion in this category of students, it is urgent that the University consider ways to alleviate their distress. The immigrants themselves believe they have special needs that are not now being met. One respondent verbalized a hope that this survey presaged some new initiatives by the University to assist immigrants:

> I am very glad that the University has finally recognized the existence of this silent majority on the Berkeley campus.

APPENDIX

UNIVERSITY OF CALIFORNIA, BERKELEY

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO — SANTA BARBARA • SANTA CRUZ

OFFICE OF STUDENT AFFAIRS RESEARCH

BERKELEY, CALIFORNIA 94720

April 7, 1980

Dear Berkeley Student:

University records indicate you are an immigrant or refugee to the United States. During the last few years, the number of immigrant and refugee students attending U.C. has grown considerably (there are now almost 1,800), and it is likely that this growth will continue. The University is interested in knowing whether immigrant and refugee students have special needs which are not currently being met.

I have been asked by the University to conduct a survey to get information on this important subject. As a graduate student myself, I am well aware of the challenges and frustrations facing the Berkeley student.

I ask your assistance in this project by filling out the enclosed questionnaire. It was developed with the cooperation of several Campus units and will provide much needed information to help serve you and future immigrant students better. Your response is especially important since we are surveying only a selected proportion of immigrant and refugee students. By replying promptly, you will allow me to have the results available for the Campus by the end of May. The survey results will be available to all interested parties at the Office of Student Affairs Research by mid-June.

All individual replies to this survey are to be anonymous (you will notice that we do not ask for your name on the questionnaire). However, we have stamped a number on the return envelope so that we can send you a second set of materials if we don't hear from you soon. Upon being received, questionnaires will be separated from the envelopes and will no longer be identifiable. Please return the questionnaire in the enclosed envelope, as soon as possible, and no later than April 25, 1980.

Sincerely,

Christopher Ruhm
Coordinator
Immigrant Student Project

AF/CR:eru

Enclosure

Office of Student Affairs Research
April 7, 1980

SURVEY OF IMMIGRANT STUDENTS AT UC - BERKELEY

Please complete every item:

1. (a) Month/Year started at U.C._____

(b) Overall GPA to date at U.C. _____

(c) Present level at U.C.:

☐ Graduate ☐ Freshman ☐ Sophomore

☐ Undergraduate (specify year) ☐ Junior ☐ Senior

(d) At what level did you enter U.C.?

☐ Graduate ☐ Freshman ☐ Sophomore

☐ Undergraduate ☐ Junior ☐ Senior

(e) Did you take part in CALSO (Cal Summer Orientation Program) ? _____

(f) What is your major? _____

2. (a) Your age _____

(b) Primary language used before coming to U.S. _____

(c) Number of years in the U.S. _____

(d) Did you immigrate to the U.S. alone or with your family?

_____

(e) How many years did you study in a U.S. high school?

_____

(f) Are you married? _____

(g) How old were you when you came to the U.S.?

_____

3. (a) What courses were hardest for you in your first year at U.C.? _____

_____

(b) What courses were easiest for you in your first year at U.C.? _____

_____

4. To what extent have you made use of the following services at U.C. (Check one)

	None	Some	Considerable
(a) Counseling Center	____	____	____
(b) Student Learning Center	____	____	____
(c) Foreign Student Advisor	____	____	____
(d) Student Information Center	____	____	____
(e) Financial Aid Office	____	____	____
(f) Other (specify) _____	____	____	____
_____	____	____	____

Do you feel that you have adequate information about the student services at U.C.? (circle one):

1 2 3 4 5
inadequate completely adequate

(over)

5. (a) When you started your studies at U.C., would it have been useful to you as an immigrant to have been offered any of the following? (Circle one):

	not useful		somewhat useful		very useful
(1) A special orientation program	1	2	3	4	5
(2) A special information booklet	1	2	3	4	5
(3) Special tutoring or advising	1	2	3	4	5
(4) Other (specify) _____	1	2	3	4	5

(b) At this time, would it be useful to you as an immigrant to have any of the following? (Circle one, 1 = of no use, 5 = very useful)

(1) Special counselors	1	2	3	4	5
(2) Special information office	1	2	3	4	5
(3) Special tutoring or advising	1	2	3	4	5
(4) Other (specify) _____	1	2	3	4	5

6. Please indicate what percentage of your financial support comes from the following sources: (Percentages should total 100%)

(a) Family_____ (b) Personal Employment _____ (c) Savings _____

(d) U.C. Financial Aid_____ (e) Other (specify) _____

7. (a) Please rate the following (circle one):

	poor		adequate		good
(1) Your spoken English when you started at U.C.	1	2	3	4	5
(2) Your written English when you started at U.C.	1	2	3	4	5
(3) Your English reading ability when you started at U.C.	1	2	3	4	5
(4) Your overall English ability now	1	2	3	4	5

(b) Which of the following have presented significant problems for you at U.C.? (Check those which apply):

(1) Inability to fully comprehend lectures _____

(2) Did not know how to take lecture notes _____

(3) Could not participate in discussion sections (due to language difficulties) _____

(4) Could not cope with the amount of reading _____

(5) Could not understand the readings (due to language difficulties) _____

(6) Lack of familiarity with American society and institutions _____

(7) Lack of familiarity with the organization of the U.C.B. campus _____

(8) Inability to comfortably relate with students, T.A.'s, professors, or counselors _____

(9) Difficulty in taking tests or writing papers due to language problems _____

(10) Other (please specify)_____ _____

_____

(c) Did your command of English limit your choice of major to a field requiring minimal use of non-technical English? no_____, yes_____. If yes, what other majors might you have been interested in had your English been better?

_____

8. What suggestions would you make to the University for helping immigrant and refugee students starting at U.C. next fall? (Please use additional sheets if necessary)._____

_____

Please return in the enclosed self-addressed stamped envelope no later than April 25, 1980.

SURVEY OF IMMIGRANT STUDENTS AT UC - BERKELEY

SUMMARY OF QUESTIONNAIRE RESPONSES

	Number	Percent of Responses
1.(a) Month/year started at UC		
1/76	1	1%
9/76	6	3
1/77	2	1
4/77	1	1
9/77	23	11
1/78	5	2
4/78	9	4
9/78	43	21
1/79	7	3
4/79	11	5
9/79	97	47
1/80	2	1
1.(b) Overall GPA to date at UC		
Overall mean = 3.22		
Undergrad mean = 3.07		
Grad mean = 3.77		
1.(c) Present level at UC		
Freshman	50	24%
Sophomore	16	8
Junior	54	26
Senior	39	19
Undergraduate	159	76
Graduate	49	24
1.(d) At what level did you enter UC?		
Freshman	78	38%
Sophomore	24	12
Junior	57	28
Senior	1	0
Graduate	46	22
1.(e) Did you take part in CalSO (Cal Summer Orientation Program?)		
Yes	59	29%
No	147	71

	Number	Percent of Responses
1.(f) What is your major?		
Engineering/computer science	95	46%
Physical sciences	24	12
Business administration/law	17	8
Undeclared	17	8
Biological sciences	14	7
Humanities	14	7
Social sciences	14	7
Other	12	6
2.(a) Your age		
17-18	23	11%
19	33	16
20	21	10
21	24	12
22	21	10
23	16	8
24	18	9
25-26	14	7
27-28	18	9
29-31	11	5
33-50	8	4
2.(b) Primary language used before coming to U.S.		
East Asian	91	44%
Southeast Asian	45	22
English	29	14
Western European	12	6
Eastern European	11	5
South Asian	6	3
Spanish/Portugese	5	2
Middle Eastern	8	4
2.(c) Number of years in the U.S.		
1	10	5%
2	30	15
3	42	20
4	71	34
5	50	24
6 or more	4	2
2.(d) Did you immigrate to the U.S. alone or with your family?		
Alone	51	25%
With family	154	74

	Number	Percent of Responses
2.(e) How many years did you study in a U.S. high school?		
None	116	56%
1 or part year	24	12
2	22	11
3	34	16
4	11	5
2.(f) Are you married?		
Married	35	17%
Single	166	83
2.(g) How old were you when you came to the U.S.?		
6-13	11	5%
14-15	39	19
16	19	9
17	21	10
18	24	12
19	20	10
20	17	8
21-22	13	6
23	9	4
24	10	5
25-26	11	5
27-49	13	7
3.(a) What courses were hardest for you in your first year at U.C.?		
English/writing	64	29%
Physical sciences	44	20
Math/computer sciences	36	16
Social sciences	20	9
Engineering	19	8
Economics/business	15	7
Humanities	12	5
Other	5	2
Foreign languages	4	2
Biological sciences	4	2
3.(b) What courses were easiest for you in your first year at U.C.?		
Math/computer science	73	42%
Physical sciences	27	16
Foreign languages	20	12
Humanities	10	6
Social sciences	9	5
Engineering	9	5
English/writing	8	5
Economics/business	8	5
Other	5	3
Biological sciences	4	2

4. To what extent have you made use of the following services at U.C. (check one)

		None	Some	Considerable
(a)	Counseling Center	76%	20%	4%
(b)	Student Learning Center	59	30	11
(c)	Foreign Student Advisor	78	19	2
(d)	Student Information Center	55	41	3
(e)	Financial Aid Office	25	42	33

(f) Other (specify)

	Number of Responses
Placement Center	17
Housing Office	4
Health Center	3
Women's Center	1
EOP	3

(g) Do you feel that you have adequate information about the student services at U.C.? (circle one)

	Number of Responses	Percent of Responses
Very inadequate	20	10%
Inadequate	44	31
Barely adequate	84	40
Adequate	52	25
Very adequate	5	2

5.(a) When you started your studies at U.C., would it have been useful to you as in immigrant to have been offered any of the following? (circle one)

		(1) Not Useful	(2) Seldom Useful	(3) Somewhat Useful	(4) Useful	(5) Very Useful
(1)	Special orientation program	20%	11%	25%	23%	21%
(2)	Special information booklet	12	9	19	27	33
(3)	Special tutoring & advising	16	15	18	21	30

5.(b) At this time, would it be useful to you as an immigrant to have any of the following? (circle one)

(1)	Special counselors	30%	11%	20%	16%	24%
(2)	Special information office	22	12	20	21	24
(3)	Special tutoring & advising	27	10	18	18	27

6. Please indicate what percentage of your financial support comes from the following sources:

(a)	Family	23%
(b)	Personal employment	19
(c)	Savings	8
(d)	UC financial aid	43
(e)	Other (specify)	7

7.(a) Please rate the following (circle one)

	(1) Poor	(2) Inadequate	(3) Adequate	(4) Fairly Good	(5) Good
(1) Your spoken English when started UC.	7%	17%	34%	17%	25%
(2) Your written English when started UC.	7	21	33	17	22
(3) Your English reading ability when started UC.	6	12	30	24	28
(4) Your overall English ability now	1	5	28	33	32

7.(b) Which of the following have presented significant problems for you at UC? (check those which apply)

		Number of Positive Responses
(1)	Lecture comprehension	55
(2)	Note-taking	45
(3)	Discussion section participation	69
(4)	Amount of reading	85
(5)	Reading comprehension	40
(6)	American society & institutions	73
(7)	UCB campus organization	70
(8)	Peer and teacher relations	75
(9)	Test-taking or paper writing	65

7.(c) Did your command of English limit your choice of major to a field requiring minimal use of nontechnical English?

	Number	Percentage of Responses
Yes	43	21%
No	161	79

If yes, what other majors might you have been interested in had your English been better?

Desired major:	Number	Percentage of Responses
Business administration/law	14	36%
Social sciences	7	18
Biological sciences	5	13
Physical sciences	4	10
Engineering/computer science	3	8
Humanities	3	8
Other	3	8

8. What suggestions would you make to the University for helping immigrant and refugee students starting at UC next fall?

	Number of Responses
Advising and information	29
English language program	27
Learning skills services	18
Orientation program	16
Immigrant/refugee student organization	14
Financial aid	12
Other	8
Career planning	6
Psychological services	3
Housing	3
Admissions	3
Improved advertising of services	2

Table A-1. Fall Undergraduates and Graduates, by Ethnicity and Status
Summary Data, 1973-79

	UNDERGRADUATES				GRADUATES				TOTAL			
	Citizen	Immigrant	Foreign	Total	Citizen	Immigrant	Foreign	Total	Citizen	Immigrant	Foreign	Total
TOTAL NUMBERS												
Fall 1979	19298	1445	534	21277	7549	326	1310	9185	26847	1771	1844	30462
Fall 1978	18369	1225	479	20073	7464	323	1255	9042	25833	1548	1734	29115
Fall 1977	17305	1069	405	19379	7492	312	1173	8977	25397	1381	1578	28356
Fall 1976	18417	1019	483	19919	7883	340	1202	9425	26300	1359	1685	29344
Fall 1975	19350	934	512	20796	7903	367	1243	9513	27253	1301	1755	30309
Fall 1974	19186	985	434	20605	7705	375	1265	9345	26891	1360	1699	29950
Fall 1973	19550	911	430	20891	7519	393	1258	9170	27069	1304	1688	30061
PERCENTAGES												
Fall 1979	90.7	6.8	2.5	100.0	82.2	3.5	14.3	100.0	88.1	5.8	6.1	100.0
Fall 1978	91.5	6.1	2.4	100.0	82.5	3.6	13.9	100.0	88.7	5.3	6.0	100.0
Fall 1977	92.4	5.5	2.1	100.0	83.5	3.5	13.1	100.1	89.6	4.9	5.6	100.1
Fall 1976	92.4	5.1	2.4	99.9	83.6	3.6	12.8	100.0	89.6	4.6	5.7	99.9
Fall 1975	93.0	4.5	2.5	100.0	83.1	3.9	13.1	100.1	89.9	4.3	5.8	100.0
Fall 1974	93.1	4.8	2.1	100.0	82.5	4.0	13.5	100.0	89.8	4.5	5.7	100.0
Fall 1973	93.6	4.4	2.1	100.1	82.0	4.3	13.7	100.0	90.0	4.3	5.6	99.9

Data from Office of Institutional Research
University of California, Berkeley
August, 1980

A-11

The following letter was a reaction by Assistant Professor Sucheng Chan of Asian American Studies to a draft version of the report. It is included here with Professor Chan's permission because the points it makes are important to the study of immigrants and refugees on any campus in the country. Changes were made in the text and tables to accommodate Professor Chan's suggestions on terminology. We are grateful to her for her comments.

UNIVERSITY OF CALIFORNIA--(Letterhead for interdepartmental use)

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DEPARTMENT OF ETHNIC STUDIES
ASIAN AMERICAN STUDIES
CHICANO STUDIES
NATIVE AMERICAN STUDIES

BERKELEY, CALIFORNIA 94720

October 30, 1980

Dr. Norvel Smith
Vice Chancellor for Student Services
Office of the Chancellor
California Hall
University of California
Berkeley, CA 94720

Dear Vice Chancellor Smith:

I just read the Survey of Immigrant and Refugee Students at Berkeley which one of my colleagues sent me. As you know, I am very interested in this group of students, so if I may, I would like to share with you a few comments which came to mind as I read the report.

1) Number of Immigrant Students:

The number of UC Berkeley students who are in fact immigrants is far larger than the number indicated in campus statistics, because campus statistics are based on the students' immigration/visa status rather than place of birth. Thus, a sizable portion of those students who have U.S. citizenship are really immigrants, and as such they share many of the characteristics of immigrants. (I am speaking mainly, of course, of Asian immigrants.) In future studies of this group of students, it is very important to obtain statistics showing: a) place of birth (using that as a variable which will be correlated with other variables) and b) age at which the student entered the U.S.

2) Age at Time of Entry as a Significant Variable:

In my classroom experience with these students over the past six years, I have been repeatedly impressed with the fact that the student's ability to "adjust" depends very much on how old the student was when he/she immigrated to the U.S. I have found that in general those who came before the age of about twelve or thirteen manage to learn to speak English with almost no accent, become rapidly knowledgeable about U.S. teen-age culture, and tend to negate their Asian cultural heritage, or, at least, manage to move back and forth between two different modes of communication and social interaction. Those who come between the ages of about twelve to sixteen tend to have the hardest time. Some of these students, I have found, are literate in no language. They are a bit too old to learn English fluently, but at the same time, because Asian languages are so difficult, they haven't mastered their mother tongue well enough to be truly functional in it. (They speak it fluently, of course, but in a language like Chinese the ability to speak is hardly synonymous with the ability to read and write well in that language.) Those who come in their late teens essentially remain immigrants for the rest of their lives. In future studies, it is very important to find out a particular group of students' propensity to adapt both to U.S. society and a rather alienating environment such as the Berkeley campus, because this measure will be a good indicator of the amount of supportive services required.

3) Changing Socioeconomic Backgrounds of Asian American Students:

As you may be aware, both census data and data from other studies show that the Asian American population is essentially a bi-modal one. That is to say, in terms of occupational structure, there is a large group of households where the income earners are professionals, and then there is another statistical lump where the income earners are in low-paid menial service jobs. In the past, I would guess the majority of the Asian American students on the Berkeley campus came from families where one or both parents are professionals, but increasingly (at least as I gather from the surveys I take in my introductory course) there are more and more students who come from working class backgrounds. I suspect, although I have no way of knowing for certain until I do a study of this, that the propensity to go to college is as high in the working class group as it is in the professional class group; what will differ is the degree of academic preparedness of the students. The working class students do not tend to live in the suburbs, so maybe the schools they come from do not provide them with as good an education. Moreover, they are simply less exposed to a "liberal arts" concept of a college education, so their parents will probably tend to put a lot more pressure on them to major in those subjects that will enable them to get "good jobs" and all other subjects designed simply to broaden their minds will be discouraged. The pressure to enter the engineering, physical science, and business administration fields will be even greater among Asian American students in the future than in the past, unless there is a drastic change in the manpower needs of our economy.

4) Self-perception of English Ability:

The self-rating of their English ability by the students in the survey is very similar to the breakdown I found in surveys I have done in my own classes. However, as a faculty member who takes the time to personally read the students' papers and exams (even in my large introductory course), I have found that, alas, the students' self-perceptions simply do not correspond to their actual performance! They rate themselves much more highly than they deserve. For example, in the survey I did in Winter 1980 only 2 percent of the class said they had a poor comprehension of English, but when I read their mid-terms, at least one-third of them wrote gibberish. On the other hand, I must admit that the latent knowledge must have been there, for after I tutored this group of students for 4 hours a week for four weeks, their performance improved an extraordinary degree (D exams on the mid-terms to B exams on the finals.) So maybe it wasn't their inadequate English which was hindering them; it was simply a lack of college-level study skills. I really can't say what it was; all I know is it distressed and alarmed me.

5) Use of Student Services:

The survey showed a very high rate of use of student services by Asian immigrant and refugee students. I have no doubt this is true. However, this set of statistics may be camouflaging another problem, and that is the students who may need student services the most aren't using them. For example, it is my C- and D and F students who always tell me they don't want to use the available services because they feel very alienated by them. In future studies, I think it is very important to examine attrition rates and patterns of grade distribution among different kinds of courses (instead of just GPA) among this segment of the student population at Berkeley. Perhaps the group who responded to the survey questionnaire are the ones who really desire to succeed and are the ones who have learned to use the services available, and those who did not respond may be the very ones who do not persist.

6) Terminology:

I would like to comment on a number of words used in the Survey. Please understand that I am not trying to be picky; it's just that the University of California at Berkeley is world-renowned for training scholars who specialize in East, Southeast, and South Asian Studies, so any document produced by Berkeley should use words related to Asia with greater precision.

a) The current scholarly designation for China, Japan, and Korea is "East Asia," not "North Asia."

b) There is no such word as "Philipino." The name of the country is the Philippines, the people are Filipinos or Pilipinos, as are the adjectives for things pertaining to that country. The use of the "P" for Pilipino is a product of the ethnic-awareness movement in the U.S. of the late 1960s and early 1970s. The spelling used to be "Filipino," but since in the indigenous languages of the Philippines there is no "f" sound, Filipinos who are not well educated had difficulty pronouncing "Filipino." Activist Filipino Americans decided that, like the Blacks who no longer wished to be called Negroes, they were going to call themselves "Pilipinos." However, at present, the use of the "P" has become politically loaded, as new immigrants who do not share the political outlook of the 1960s and 1970s activists do not wish to use the "P." They say it is an insult to them. Thus,to be least offensive to the largest number of persons, the "F" is now back in vogue. (Whoever designs future surveys might wish to know that in older writings the term "Philippine"[without the "s" at the end] was used as an adjective, but I haven't seen it used in recent writings.

c) Indians are Asians, too. I don't understand why the figures for Indians were not aggregated with the "Total Asian" figures. To be consistent, it is better to use the term "South Asian" parallel to East and Southeast Asian, instead of Indians. There is some interesting controversy and confusion regarding what to call people from the Indian subcontinent or South Asia who are now immigrants in the U.S. Because of Christopher Columbus' error, librarians at the turn of the century decided to designate people and things pertaining to India as "East Indians." In fact, the term "East Indies" never referred to India primarily. Rather, it referred to the Netherlands East Indies (Indonesia today) and sometimes to the British East Indies (Malaysia, Singapore). South Asians in the U.S. have now decided (or at least some of them belonging to an organization called the Association of Indians in America have decided) they do not wish to be called East Indians. The AIA successfully negotiated with the U.S. Census Bureau to use the term "Asian Indians" in the 1980 census. One of the more interesting tidbits of Asian American history is that at one time an Indian went to court to contest the denial to naturalized citizenship (for some six decades all Asian immigrants were denied the right to naturalization), but the Supreme Court ruled in the Thind case that although ethnographically Indians are Caucasians, nonetheless, by common usage they were considered Asians and therefore ineligible. In 1946 the Luce-Cellar bill finally granted the right of naturalization to Indian immigrants, but they were henceforth designated as "Whites" in official U.S. statistics. By 1980, however, things had come full cycle, and now Asian Indians are once again officially recognized as Asians.

d) I think in the Office of Admissions and Records IBM cards that students have to fill out, there is a category "Thai/Other Southeast Asian." If it won't be too expensive, may I suggest that this category be changed in the future. There really aren't that many Thais at Berkeley. Now there are far more Vietnamese and Filipinos, both of whom are Southeast Asians. By the way, I have good reason to believe the count for Vietnamese students on the Berkeley

campus is an undercount. Last year my Vietnamese students told me there were at least 150 Vietnamese students on campus (this is an estimate made by the Vietnamese Student Association), and this year there must be more. I would like to tell you also that in the future if the number of refugee students from Laos increases, there may be a problem with using the term "Laotian," because the majority of the Laotian refugees are Meo or Hmong hill tribespeople. They used to be employed extensively by the CIA during the Vietnam War, so most of them feared for their lives after the change in government. I understand that there are about 80,000 of them waiting in refugee camps in Thailand to be resettled. So far, the only country that has accepted them is the U.S. These people have a historic antagonism to the lowland Laotians, and they may not wish to have themselves designated as Laotians.

6) Nationality:

I think it would be a good idea in future studies to include a question on nationality. However, perhaps the word to use is not "nationality" but something more clumsy, such as "Country of which you are a citizen." The reason I suggest this is that many persons who originate from Southeast Asia are, in fact, ethnic Chinese, and depending on their political and cultural consciousness, they may designate their nationality as "Chinese" even when they are citizens of a Southeast Asian country. What you need, therefore, is three questions: one on ethnic origins, one on country of which respondent is a citizen, and one on mother tongue.

You didn't solicit these comments from me, but I hope you accept them in the spirit of colleagiality in which they were offered. Good luck to your task force in your deliberations.

Sincerely,

Sucheng Chan